2025-2026 EĞİTİM-ÖĞRETİM YILI TAŞOVA ŞEHİT BEKİR ÖZDEMİR ANADOLU İMAM HATİP LİSESİ FEN VE SOSYAL BİLİMLER PROJE OKULU 12. SINIF İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI

Date	Hours	Theme	Functions and Useful Language	Language Skills and Learning Outcomes	Suggested Contexts, Tasks and Assignments	Evaluation
1. hafta 08-14 Eylül	2 saat	THEME 1: MUSIC	Conversations Songs Interviews / Surveys Survey Report Argumentative / Descriptive Texts TV / Radio Recordings Games Project (music contest e.g..karaoke, music quiz) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.1.L1. Students will be able to detect the embedded information in songs/media tools. Pronunciation E12.1.P1. Students will be able to practice intonation in sentences. Eg.Is this your camera? (rising and falling intonation) Speaking E12.1.S1. Students will be able to exchange ideas about their music preferences. E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music. Reading E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text. E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions. Writing E12.1.W1. Students will be able to write a survey report on their friends'/teachers' music preferences.**	1. Expressing opinion (agreeing, disagreeing, etc.) 2. Expressing preferences What do you think about…? What are your feelings about…? Don't you think…? Why do you think that ….? I believe/think/suppose... In my opinion,... according to…. My idea/answer/explanation is similar to/related to …. He doesn't agree with him because… I agree/disagree with …that/on . . . I tend to agree with you. The majority believe that…	
2. hafta 15-21 Eylül	2 saat	THEME 1: MUSIC	Conversations Songs Interviews / Surveys Survey Report Argumentative / Descriptive Texts TV / Radio Recordings Games Project (music contest e.g..karaoke, music quiz) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.1.L1. Students will be able to detect the embedded information in songs/media tools. Pronunciation E12.1.P1. Students will be able to practice intonation in sentences. Eg.Is this your camera? (rising and falling intonation) Speaking E12.1.S1. Students will be able to exchange ideas about their music preferences. E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music. Reading E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text. E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions. Writing E12.1.W1. Students will be able to write a survey report on their friends'/teachers' music preferences.**	1. Expressing opinion (agreeing, disagreeing, etc.) 2. Expressing preferences What do you think about…? What are your feelings about…? Don't you think…? Why do you think that ….? I believe/think/suppose... In my opinion,... according to…. My idea/answer/explanation is similar to/related to …. He doesn't agree with him because… I agree/disagree with …that/on . . . I tend to agree with you. The majority believe that…	Gaziler Günü İlköğretim Haftası
3. hafta 22-28 Eylül	2 saat	THEME 1: MUSIC	Conversations Songs Interviews / Surveys Survey Report Argumentative / Descriptive Texts TV / Radio Recordings Games Project (music contest e.g..karaoke, music quiz) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.1.L1. Students will be able to detect the embedded information in songs/media tools. Pronunciation E12.1.P1. Students will be able to practice intonation in sentences. Eg.Is this your camera? (rising and falling intonation) Speaking E12.1.S1. Students will be able to exchange ideas about their music preferences. E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music. Reading E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text. E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions. Writing E12.1.W1. Students will be able to write a survey report on their friends'/teachers' music preferences.**	1. Expressing opinion (agreeing, disagreeing, etc.) 2. Expressing preferences What do you think about…? What are your feelings about…? Don't you think…? Why do you think that ….? I believe/think/suppose... In my opinion,... according to…. My idea/answer/explanation is similar to/related to …. He doesn't agree with him because… I agree/disagree with …that/on . . . I tend to agree with you. The majority believe that…	
4. hafta 29 Eylül-05 Ekim	2 saat	THEME 1: MUSIC	Conversations Songs Interviews / Surveys Survey Report Argumentative / Descriptive Texts TV / Radio Recordings Games Project (music contest e.g..karaoke, music quiz) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.1.L1. Students will be able to detect the embedded information in songs/media tools. Pronunciation E12.1.P1. Students will be able to practice intonation in sentences. Eg.Is this your camera? (rising and falling intonation) Speaking E12.1.S1. Students will be able to exchange ideas about their music preferences. E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music. Reading E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text. E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions. Writing E12.1.W1. Students will be able to write a survey report on their friends'/teachers' music preferences.**	1. Expressing opinion (agreeing, disagreeing, etc.) 2. Expressing preferences What do you think about…? What are your feelings about…? Don't you think…? Why do you think that ….? I believe/think/suppose... In my opinion,... according to…. My idea/answer/explanation is similar to/related to …. He doesn't agree with him because… I agree/disagree with …that/on . . . I tend to agree with you. The majority believe that…	Hayvanları Koruma Günü (4 Ekim)
5. hafta 06-12 Ekim	2 saat	THEME 2: FRIENDSHIP	Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.2.L1. Students will be able to extract specific information from a conversation between friends. E12.2.L2. Students will be able to make inferences about the quatlities of a good friend through a recorded text. Pronunciation E12.2.P1. Students will be able to practice syllable/word stress. Eg. Engineer /ˌendʒɪ'nɪə(r)/ Speaking E12.2.S1. Students will be able to ask and answer questions about personal features. E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.) Reading E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text. E12.2.R2. Students will be able to identify the main conclusions in argumentative texts. Writing E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.**	1. Describing personal features 2. Making conclusions 3. Stating reasons What does she look like? What kind of a person is…? He can't be in his 60s. He looks much younger. …who behaves like a child… …as handsome as… Kyle and Randy are similar because they are both… Claire and Vivian are similar in that …. The twins differ in their attitude towards animals. One similarity between Travor and John is... What do you have in common with…? She writes to him every day. She must be... A good friend is generous, supportive, helpful and patient. 29 EKİM CUMHURİYET BAYRAMI	

6. hafta 13-19 Ekim	2 saat	THEME 2: FRIENDSHIP	Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.2.L1. Students will be able to extract specific information from a conversation between friends. E12.2.L2. Students will be able to make inferences about the quatlities of a good friend through a recorded text. Pronunciation E12.2.P1. Students will be able to practice syllable/word stress. Eg. Engineer /ˌendʒɪ'nɪə(r)/ Speaking E12.2.S1. Students will be able to ask and answer questions about personal features. E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.) Reading E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text. E12.2.R2. Students will be able to identify the main conclusions in argumentative texts. Writing E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.**	1. Describing personal features 2. Making conclusions 3. Stating reasons What does she look like? What kind of a person is…? He can't be in his 60s. He looks much younger. …who behaves like a child… …as handsome as… Kyle and Randy are similar because they are both… Claire and Vivian are similar in that …. The twins differ in their attitude towards animals. One similarity between Travor and John is... What do you have in common with…? She writes to him every day. She must be... A good friend is generous, supportive, helpful and patient. 29 EKİM CUMHURİYET BAYRAMI	
7. hafta 20-26 Ekim	2 saat	THEME 2: FRIENDSHIP	Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.2.L1. Students will be able to extract specific information from a conversation between friends. E12.2.L2. Students will be able to make inferences about the quatlities of a good friend through a recorded text. Pronunciation E12.2.P1. Students will be able to practice syllable/word stress. Eg. Engineer /ˌendʒɪ'nɪə(r)/ Speaking E12.2.S1. Students will be able to ask and answer questions about personal features. E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.) Reading E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text. E12.2.R2. Students will be able to identify the main conclusions in argumentative texts. Writing E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.**	1. Describing personal features 2. Making conclusions 3. Stating reasons What does she look like? What kind of a person is…? He can't be in his 60s. He looks much younger. …who behaves like a child… …as handsome as… Kyle and Randy are similar because they are both… Claire and Vivian are similar in that …. The twins differ in their attitude towards animals. One similarity between Travor and John is... What do you have in common with…? She writes to him every day. She must be... A good friend is generous, supportive, helpful and patient. 29 EKİM CUMHURİYET BAYRAMI	Kızılay Haftası
8. hafta 27 Ekim-02 Kasım	2 saat	THEME 2: FRIENDSHIP	Conversations Information Gap Graphics /Charts/Tables Games Poems Songs /Chants Posters Argumentative/ Descriptive Texts Project (e.g. Survey) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.2.L1. Students will be able to extract specific information from a conversation between friends. E12.2.L2. Students will be able to make inferences about the quatlities of a good friend through a recorded text. Pronunciation E12.2.P1. Students will be able to practice syllable/word stress. Eg. Engineer /ˌendʒɪ'nɪə(r)/ Speaking E12.2.S1. Students will be able to ask and answer questions about personal features. E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances. E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.) Reading E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text. E12.2.R2. Students will be able to identify the main conclusions in argumentative texts. Writing E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.**	1. Describing personal features 2. Making conclusions 3. Stating reasons What does she look like? What kind of a person is…? He can't be in his 60s. He looks much younger. …who behaves like a child… …as handsome as… Kyle and Randy are similar because they are both… Claire and Vivian are similar in that …. The twins differ in their attitude towards animals. One similarity between Travor and John is... What do you have in common with…? She writes to him every day. She must be... A good friend is generous, supportive, helpful and patient. 29 EKİM CUMHURİYET BAYRAMI	29 Ekim Cumhuriyet Bayramı
9. hafta 03-09 Kasım	2 saat	THEME 3: HUMAN RIGHTS	Conversations Games Songs Real-life tasks Note-taking (e.g. an agenda) Descriptive Texts Project (e.g. comparing jobs) Interviews Roleplay IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.3.L1. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video. E12.3.L2. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video. Pronunciation E12.3.P1. Students will be able to practice syllable/word stress. Eg. Disability /ˌdɪsə'bɪlətɪ/ Speaking E12.3.S1. Students will be able to make suggestions about improving human rights. E12.3.S2. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world. Reading E12.3.R1. Students will be able to find the supporting ideas in a text about good practices on human rights around the world. E12.3.R2. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.). Writing E12.3.W1. Students will be able to write mottos/slogans about human rights. E12.3.W2. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.**	1. Expressing ideas on human rights (gender equality, children rights…) 2. Making suggestions 3. Discussing problems 10 KASIM Atatürk Haftası Look after those who looked after you. Everyone deserves equal rights. Do the educational opportunities for disabled young people grow rapidly? Every child has the right to get health services, food, education, etc. Freedom of expression is a basic human right. All the goverments should do their best to meet the needs of disabled people.	
10. hafta 10-16 Kasım				**ARA TATİL**		10 Kasım Atatürk'ü Anma Günü

11. hafta 17-23 Kasım	2 saat	THEME 3: HUMAN RIGHTS	Conversations Games Songs Real-life tasks Note-taking (e.g. an agenda) Descriptive Texts Project (e.g. comparing jobs) Interviews Roleplay IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.3.L1. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video. E12.3.L2. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video. Pronunciation E12.3.P1. Students will be able to practice syllable/word stress. Eg. Disability /ˌdɪsəˈbɪlətɪ/ Speaking E12.3.S1. Students will be able to make suggestions about improving human rights. E12.3.S2. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world. Reading E12.3.R1. Students will be able to find the supporting ideas in a text about good practices on human rights around the world. E12.3.R2. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.). Writing E12.3.W1. Students will be able to write mottos/slogans about human rights. E12.3.W2. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.**	1. Expressing ideas on human rights (gender equality, children rights…) 2. Making suggestions 3. Discussing problems 10 KASIM Atatürk Haftası Look after those who looked after you. Everyone deserves equal rights. Do the educational opportunities for disabled young people grow rapidly? Every child has the right to get health services, food, education, etc. Freedom of expression is a basic human right. All the goverments should do their best to meet the needs of disabled people.	Çocuk Hakları Günü
12. hafta 24 Kasım-30 Kasım	2 saat	THEME 3: HUMAN RIGHTS	Conversations Games Songs Real-life tasks Note-taking (e.g. an agenda) Descriptive Texts Project (e.g. comparing jobs) Interviews Roleplay IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.3.L1. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video. E12.3.L2. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video. Pronunciation E12.3.P1. Students will be able to practice syllable/word stress. Eg. Disability /ˌdɪsəˈbɪlətɪ/ Speaking E12.3.S1. Students will be able to make suggestions about improving human rights. E12.3.S2. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world. Reading E12.3.R1. Students will be able to find the supporting ideas in a text about good practices on human rights around the world. E12.3.R2. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.). Writing E12.3.W1. Students will be able to write mottos/slogans about human rights. E12.3.W2. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.**	1. Expressing ideas on human rights (gender equality, children rights…) 2. Making suggestions 3. Discussing problems 10 KASIM Atatürk Haftası Look after those who looked after you. Everyone deserves equal rights. Do the educational opportunities for disabled young people grow rapidly? Every child has the right to get health services, food, education, etc. Freedom of expression is a basic human right. All the goverments should do their best to meet the needs of disabled people.	24 Kasım Öğretmenler Günü Ağız ve Diş Sağlığı Haftası(22-28 Kasım)
13. hafta 01-07 Aralık	2 saat	THEME 4: COMING SOON	Games Flashcards Posters Note-taking Having an informal debate Project (e.g. Future Cities) Drawing (e.g. Future Cars) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.4.L1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video. E12.4.L2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world. Pronunciation E12.4.P1. Students will be able to pronounce reduced forms (e.g. 'll, won't). Speaking E12.4.S1. Students will be able to talk about predictions and plans. E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas. Reading E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text. Writing E12.4.W1. Students will be able to write detailed descriptions of an imaginary future. E12.4.W2. Students will be able to compose a cyber game scenerio.**	1. Making predictions 2. Expressing degrees of certainty and uncertainty 3. Receiving instructions about cyber games I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol in the future. Next century is going to be very hi- tech, I believe. He is going to buy a high-mileage gas car in order to reduce carbon footprints. What do you think will happen in the year 2030? There won't be … any more in the future. I think air pollution is going to decrease due to the usage of bio-energy until 2030. Please verify your e-mail… Choose your avatar. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs? Many children cannot differentiate between reality and computer games. Cyber and cyborg figures will be around us in near future.	Dünya Engelliler Günü (3 Aralık)
14. hafta 08-14 Aralık	2 saat	THEME 4: COMING SOON	Games Flashcards Posters Note-taking Having an informal debate Project (e.g. Future Cities) Drawing (e.g. Future Cars) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.4.L1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video. E12.4.L2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world. Pronunciation E12.4.P1. Students will be able to pronounce reduced forms (e.g. 'll, won't). Speaking E12.4.S1. Students will be able to talk about predictions and plans. E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas. Reading E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text. Writing E12.4.W1. Students will be able to write detailed descriptions of an imaginary future. E12.4.W2. Students will be able to compose a cyber game scenerio.**	1. Making predictions 2. Expressing degrees of certainty and uncertainty 3. Receiving instructions about cyber games I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol in the future. Next century is going to be very hi- tech, I believe. He is going to buy a high-mileage gas car in order to reduce carbon footprints. What do you think will happen in the year 2030? There won't be … any more in the future. I think air pollution is going to decrease due to the usage of bio-energy until 2030. Please verify your e-mail… Choose your avatar. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs? Many children cannot differentiate between reality and computer games. Cyber and cyborg figures will be around us in near future.	İnsan Hakları ve Demokrasi Haftası (10 Aralık gününü içine alan hafta)-Tutum, Yatırım ve Türk Malları Haftası (12-18 Aralık)

15. hafta 15-21 Aralık	2 saat	THEME 4: COMING SOON	Games Flashcards Posters Note-taking Having an informal debate Project (e.g. Future Cities) Drawing (e.g. Future Cars) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.4.L1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video. E12.4.L2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world. Pronunciation E12.4.P1. Students will be able to pronounce reduced forms (e.g. 'll, won't). Speaking E12.4.S1. Students will be able to talk about predictions and plans. E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas. Reading E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text. Writing E12.4.W1. Students will be able to write detailed descriptions of an imaginary future. E12.4.W2. Students will be able to compose a cyber game scenerio.**	1. Making predictions 2. Expressing degrees of certainty and uncertainty 3. Receiving instructions about cyber games I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol in the future. Next century is going to be very hi- tech, I believe. He is going to buy a high-mileage gas car in order to reduce carbon footprints. What do you think will happen in the year 2030? There won't be … any more in the future. I think air pollution is going to decrease due to the usage of bio-energy until 2030. Please verify your e-mail… Choose your avatar. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs? Many children cannot differentiate between reality and computer games. Cyber and cyborg figures will be around us in near future.	
16. hafta 22-28 Aralık	2 saat	THEME 4: COMING SOON	Games Flashcards Posters Note-taking Having an informal debate Project (e.g. Future Cities) Drawing (e.g. Future Cars) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTFOLIO ENTRY VIDEO BLOG ENTRY	**Listening E12.4.L1. Students will be able to take notes during an informal debate/poster presentation/seminar in a video. E12.4.L2. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world. Pronunciation E12.4.P1. Students will be able to pronounce reduced forms (e.g. 'll, won't). Speaking E12.4.S1. Students will be able to talk about predictions and plans. E12.4.S2. Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas. Reading E12.4.R1. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon. E12.4.R2. Students will be able to reorder the scrambled steps of a cyber game in a text. Writing E12.4.W1. Students will be able to write detailed descriptions of an imaginary future. E12.4.W2. Students will be able to compose a cyber game scenerio.**	1. Making predictions 2. Expressing degrees of certainty and uncertainty 3. Receiving instructions about cyber games I imagine driverless cars will be common in the near future. I guess there won't be cars running with petrol in the future. Next century is going to be very hi- tech, I believe. He is going to buy a high-mileage gas car in order to reduce carbon footprints. What do you think will happen in the year 2030? There won't be … any more in the future. I think air pollution is going to decrease due to the usage of bio-energy until 2030. Please verify your e-mail… Choose your avatar. If people use natural sources excessively, the world will not let human survival. Did you mean this petrol-free car will reduce costs? Many children cannot differentiate between reality and computer games. Cyber and cyborg figures will be around us in near future.	Mehmet Akif Ersoyu Anma Haftası
17. hafta 29 Aralık-04 Ocak	2 saat	THEME 5: PSYCHOLOGY	Conversations Real-life texts (Colors and moods) Songs/Poems Pictures/Flashcards Editing Oral retelling Drama/Miming/ Roleplay Project (e.g. At the psychologist/Relaxation techniques/Meditation) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTF	**Listening E12.5.L1. Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text. E12.5.L2. Students will be able to identify the speaker's mood, tone, etc in a recorded text. Pronunciation E12.5.P1. Students will be able to practice sentence intonation and stress. Eg. Let's take a break. (rising and falling intonation) Speaking E12.5.S1. Students will be able to make a Roleplay between a psychologist/school counsellor and a client. E12.5.S2. Students will be able to make comment on moods by looking at flashcards. E12.5.S3. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods. Reading E12.5R1. Students will be able to read a poem loudly by reflecting its tone. E12.5.R2. Students will be able to identify specific information in a real-life text. Writing E12.5.W1. Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.**	1. Describing mood 2. Making suggestions to change negative mood 3. Following and giving instructions -I feel exhausted and I can't concentrate. -Let's take a break. -I suggest that you take a nap. -I suggest going for a walk. I'd rather have tickets for the opera. If I had a choice, I would go for… Why don't you join a music club? What do you do to clear your mind after school? Close your eyes! Breathe deeply!	
18. hafta 05-11 Ocak	2 saat	THEME 5: PSYCHOLOGY	Conversations Real-life texts (Colors and moods) Songs/Poems Pictures/Flashcards Editing Oral retelling Drama/Miming/ Roleplay Project (e.g. At the psychologist/Relaxation techniques/Meditation) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTF	**Listening E12.5.L1. Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text. E12.5.L2. Students will be able to identify the speaker's mood, tone, etc in a recorded text. Pronunciation E12.5.P1. Students will be able to practice sentence intonation and stress. Eg. Let's take a break. (rising and falling intonation) Speaking E12.5.S1. Students will be able to make a Roleplay between a psychologist/school counsellor and a client. E12.5.S2. Students will be able to make comment on moods by looking at flashcards. E12.5.S3. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods. Reading E12.5R1. Students will be able to read a poem loudly by reflecting its tone. E12.5.R2. Students will be able to identify specific information in a real-life text. Writing E12.5.W1. Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.**	1. Describing mood 2. Making suggestions to change negative mood 3. Following and giving instructions -I feel exhausted and I can't concentrate. -Let's take a break. -I suggest that you take a nap. -I suggest going for a walk. I'd rather have tickets for the opera. If I had a choice, I would go for… Why don't you join a music club? What do you do to clear your mind after school? Close your eyes! Breathe deeply!	Enerji Tasarrufu Haftası

19. hafta 12-18 Ocak	2saat	THEME 5: PSYCHOLOGY	Conversations Real-life texts (Colors and moods) Songs/Poems Pictures/Flashcards Editing Oral retelling Drama/Miming/ Roleplay Project (e.g. At the psychologist/Relaxation techniques/Meditation) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PACK E-PORTF	**Listening E12.5.L1. Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text. E12.5.L2. Students will be able to identify the speaker's mood, tone, etc in a recorded text. Pronunciation E12.5.P1. Students will be able to practice sentence intonation and stress. Eg. Let's take a break. (rising and falling intonation) Speaking E12.5.S1. Students will be able to make a Roleplay between a psychologist/school counsellor and a client. E12.5.S2. Students will be able to make comment on moods by looking at flashcards. E12.5.S3. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods. Reading E12.5R1. Students will be able to read a poem loudly by reflecting its tone. E12.5.R2. Students will be able to identify specific information in a real-life text. Writing E12.5.W1. Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.**	1. Describing mood 2. Making suggestions to change negative mood 3. Following and giving instructions -I feel exhausted and I can't concentrate. -Let's take a break. -I suggest that you take a nap. -I suggest going for a walk. I'd rather have tickets for the opera. If I had a choice, I would go for… Why don't you join a music club? What do you do to clear your mind after school? Close your eyes! Breathe deeply!	
20. hafta 19-25 Ocak				**YARIYIL TATİLİ**		
hafta 26 Ocak -01				**YARIYIL TATİLİ**		
22. hafta 02-08 Şubat	2 saat	THEME 6: FAVORS	Conversations Flashcards/ Wordcards Roleplay Songs Communicative Tasks Games Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PA	**Listening E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video. Pronunciation E12.6.P1. Students will be able to practice " yod coalescence" "Would you / /wʊdʒu/ and could you /kʊdʒu/ ". Speaking E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests. E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours. Reading E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation. Writing E12.6.W1. Students will be able to write an announcement to invite people for a charity organization. E12.6.W2. Students will be able to write an application letter to an organization for scholarship.**	1. Making requests 2. Accepting and declining requests 3. Asking for and responding to favors Can/Could I borrow your…? Is it OK if I use your mobile phone? I would be glad to…. I need a/an/some… I'm really sorry,… Would you mind…? Do you mind if I turn on the conditioner? Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No. I'm sorry. I don't have one.	
23. hafta 09-15 Şubat	2 saat	THEME 6: FAVORS	Conversations Flashcards/ Wordcards Roleplay Songs Communicative Tasks Games Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PA	**Listening E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video. Pronunciation E12.6.P1. Students will be able to practice " yod coalescence" "Would you / /wʊdʒu/ and could you /kʊdʒu/ ". Speaking E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests. E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours. Reading E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation. Writing E12.6.W1. Students will be able to write an announcement to invite people for a charity organization. E12.6.W2. Students will be able to write an application letter to an organization for scholarship.**	1. Making requests 2. Accepting and declining requests 3. Asking for and responding to favors Can/Could I borrow your…? Is it OK if I use your mobile phone? I would be glad to…. I need a/an/some… I'm really sorry,… Would you mind…? Do you mind if I turn on the conditioner? Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No. I'm sorry. I don't have one.	
24. hafta 16-22 Şubat	2 saat	THEME 6: FAVORS	Conversations Flashcards/ Wordcards Roleplay Songs Communicative Tasks Games Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PA	**Listening E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video. Pronunciation E12.6.P1. Students will be able to practice " yod coalescence" "Would you / /wʊdʒu/ and could you /kʊdʒu/ ". Speaking E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests. E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours. Reading E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation. Writing E12.6.W1. Students will be able to write an announcement to invite people for a charity organization. E12.6.W2. Students will be able to write an application letter to an organization for scholarship.**	1. Making requests 2. Accepting and declining requests 3. Asking for and responding to favors Can/Could I borrow your…? Is it OK if I use your mobile phone? I would be glad to…. I need a/an/some… I'm really sorry,… Would you mind…? Do you mind if I turn on the conditioner? Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No. I'm sorry. I don't have one.	

25. hafta 23 Şubat-01 Mart	2 saat	THEME 6: FAVORS	Conversations Flashcards/ Wordcards Roleplay Songs Communicative Tasks Games Competition Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types) IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TECH PA	**Listening E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text. E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video. Pronunciation E12.6.P1. Students will be able to practice " yod coalescence" "Would you / /wʊdʒu/ and could you /kʊdʒu/ ". Speaking E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests. E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favours. Reading E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation. Writing E12.6.W1. Students will be able to write an announcement to invite people for a charity organization. E12.6.W2. Students will be able to write an application letter to an organization for scholarship.**	1. Making requests 2. Accepting and declining requests 3. Asking for and responding to favors Can/Could I borrow your…? Is it OK if I use your mobile phone? I would be glad to…. I need a/an/some… I'm really sorry,… Would you mind…? Do you mind if I turn on the conditioner? Did you mean you need my laptop the whole day? I was wondering if you'd mind lending me your bike. Sure! Of course! Help yourself! No. I'm sorry. I don't have one.	Yeşilay Haftası
26. hafta 02-08 Mart	2 saat	THEME 7: NEWS STORIES	Conversations Songs Summarizing Preparing a poster or finding headlines for news stories Oral presentation (a news story or a self-made video) Guessing Communicative tasks (e.g. producing a story) Project (e.g. comic strips) Jigsaw puzzle IDIOMS/PROVERBS O	**Listening E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video. E12.7.L2. Students will be able to complete a recorded text using cohesive devices. Pronunciation E12.7.P1. Students will be able to practice sentence stress appropriately. Eg. I missed the last episode. (rising and falling intonation) Speaking E12.7.S1. Students will be able to narrate the events in the past. E12.7.S2. Students will be able to make a presentation about unusual/odd news stories. Reading E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text. E12.7.R2. Students will be able to reorder the past events in a news story. Writing E12.7.W1. Students will be able to paraphrase news/ stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.**	1. Narrating a past event / experience 2. Talking about sequential actions Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels. Fortunately, he survived the accident without a scratch. After, before, first…. Meanwhile…. Following this event, … Unfortunately, I missed the last episode of … That reminds me of my childhood.	
27. hafta 09-15 Mart	2 saat	THEME 7: NEWS STORIES	Conversations Songs Summarizing Preparing a poster or finding headlines for news stories Oral presentation (a news story or a self-made video) Guessing Communicative tasks (e.g. producing a story) Project (e.g. comic strips) Jigsaw puzzle IDIOMS/PROVERBS O	**Listening E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video. E12.7.L2. Students will be able to complete a recorded text using cohesive devices. Pronunciation E12.7.P1. Students will be able to practice sentence stress appropriately. Eg. I missed the last episode. (rising and falling intonation) Speaking E12.7.S1. Students will be able to narrate the events in the past. E12.7.S2. Students will be able to make a presentation about unusual/odd news stories. Reading E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text. E12.7.R2. Students will be able to reorder the past events in a news story. Writing E12.7.W1. Students will be able to paraphrase news/ stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.**	1. Narrating a past event / experience 2. Talking about sequential actions Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels. Fortunately, he survived the accident without a scratch. After, before, first…. Meanwhile…. Following this event, … Unfortunately, I missed the last episode of … That reminds me of my childhood.	İstiklâl Marşı'nın Kabulü ve Mehmet Akif Ersoy'u Anma Günü (12 Mart) Bilim ve Teknoloji Haftası
28. hafta 16-22 Mart				**ARA TATİL**		
29. hafta 23-29 Mart	2 saat	THEME 7: NEWS STORIES	Conversations Songs Summarizing Preparing a poster or finding headlines for news stories Oral presentation (a news story or a self-made video) Guessing Communicative tasks (e.g. producing a story) Project (e.g. comic strips) Jigsaw puzzle IDIOMS/PROVERBS O	**Listening E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video. E12.7.L2. Students will be able to complete a recorded text using cohesive devices. Pronunciation E12.7.P1. Students will be able to practice sentence stress appropriately. Eg. I missed the last episode. (rising and falling intonation) Speaking E12.7.S1. Students will be able to narrate the events in the past. E12.7.S2. Students will be able to make a presentation about unusual/odd news stories. Reading E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text. E12.7.R2. Students will be able to reorder the past events in a news story. Writing E12.7.W1. Students will be able to paraphrase news/ stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.**	1. Narrating a past event / experience 2. Talking about sequential actions Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels. Fortunately, he survived the accident without a scratch. After, before, first…. Meanwhile…. Following this event, … Unfortunately, I missed the last episode of … That reminds me of my childhood.	Dünya Tiyatrolar Günü
30. hafta 30Mart-05 Nisan	2 saat	THEME 7: NEWS STORIES	Conversations Songs Summarizing Preparing a poster or finding headlines for news stories Oral presentation (a news story or a self-made video) Guessing Communicative tasks (e.g. producing a story) Project (e.g. comic strips) Jigsaw puzzle IDIOMS/PROVERBS O	**Listening E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video. E12.7.L2. Students will be able to complete a recorded text using cohesive devices. Pronunciation E12.7.P1. Students will be able to practice sentence stress appropriately. Eg. I missed the last episode. (rising and falling intonation) Speaking E12.7.S1. Students will be able to narrate the events in the past. E12.7.S2. Students will be able to make a presentation about unusual/odd news stories. Reading E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text. E12.7.R2. Students will be able to reorder the past events in a news story. Writing E12.7.W1. Students will be able to paraphrase news/ stories/ past events. E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.**	1. Narrating a past event / experience 2. Talking about sequential actions Two people were struck and injured on Monday as they tried to cross the street. When he died, he had already published 20 novels. Fortunately, he survived the accident without a scratch. After, before, first…. Meanwhile…. Following this event, … Unfortunately, I missed the last episode of … That reminds me of my childhood.	Kütüphaneler Haftası

31. hafta 06-12 Nisan	2 saat	THEME 8: ALTERNATIVE ENERGY	Conversations Roleplay/Simulation Summarizing Video project Interviews Outdoor activities Posters (e.g. wildlife protection, public health) E-mails Environmental Project (e.g. Describing animal habitats)	**Listening E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text. Pronunciation E12.8.P1. Students will be able to use intonation in a sentence appropriately. Eg. I think we're completely lost. (falling intonation) Speaking E12.8.S1.Students will be able to make complaints and offer solutions to environmental /energy problems. E12.8.S2Students will be able to participate in an informal debate about alternative energy in the future. Reading E12.8.R1. Students will be able to summarize a reading passage about alternative energy. E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems. Writing E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. E12.8.W2. Students will be able to write their opinions about the usage of alternative energy.**	1. Describing problems 2. Making complaints 3. Offering solutions Sorry to bother you, but I think there's a problem that requires an urgent solution. We'd like you to… I think we should… In order to solve this problem we must first/ initially…. Another way of looking at this problem is… The solution to this problem is… Don't get me wrong, but I think we should... …was a result of… Maybe you forgot to... I think you might have forgotten to...	
32. hafta 13-19 Nisan	2 saat	THEME 8: ALTERNATIVE ENERGY	Conversations Roleplay/Simulation Summarizing Video project Interviews Outdoor activities Posters (e.g. wildlife protection, public health) E-mails Environmental Project (e.g. Describing animal habitats)	**Listening E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text. Pronunciation E12.8.P1. Students will be able to use intonation in a sentence appropriately. Eg. I think we're completely lost. (falling intonation) Speaking E12.8.S1.Students will be able to make complaints and offer solutions to environmental /energy problems. E12.8.S2Students will be able to participate in an informal debate about alternative energy in the future. Reading E12.8.R1. Students will be able to summarize a reading passage about alternative energy. E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems. Writing E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. E12.8.W2. Students will be able to write their opinions about the usage of alternative energy.**	1. Describing problems 2. Making complaints 3. Offering solutions Sorry to bother you, but I think there's a problem that requires an urgent solution. We'd like you to… I think we should… In order to solve this problem we must first/ initially…. Another way of looking at this problem is… The solution to this problem is… Don't get me wrong, but I think we should... …was a result of… Maybe you forgot to... I think you might have forgotten to...	Turizm Haftası
33. hafta 20-26 Nisan	2 saat	THEME 8: ALTERNATIVE ENERGY	Conversations Roleplay/Simulation Summarizing Video project Interviews Outdoor activities Posters (e.g. wildlife protection, public health) E-mails Environmental Project (e.g. Describing animal habitats)	**Listening E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text. Pronunciation E12.8.P1. Students will be able to use intonation in a sentence appropriately. Eg. I think we're completely lost. (falling intonation) Speaking E12.8.S1.Students will be able to make complaints and offer solutions to environmental /energy problems. E12.8.S2Students will be able to participate in an informal debate about alternative energy in the future. Reading E12.8.R1. Students will be able to summarize a reading passage about alternative energy. E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems. Writing E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. E12.8.W2. Students will be able to write their opinions about the usage of alternative energy.**	1. Describing problems 2. Making complaints 3. Offering solutions Sorry to bother you, but I think there's a problem that requires an urgent solution. We'd like you to… I think we should… In order to solve this problem we must first/ initially…. Another way of looking at this problem is… The solution to this problem is… Don't get me wrong, but I think we should... …was a result of… Maybe you forgot to... I think you might have forgotten to...	23 Nisan Ulusal Egemenlik ve Çocuk Bayramı
34. hafta 27 Nisan-03 Mayıs	2 saat	THEME 9: TECHNOLOGY	To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product) IDIOMS/PROVERBS	**Listening E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video. E12.9.L2. Students will be able to find the main idea of a video about technological developments. Pronunciation E12.9.P1. Students will be able to practice word stress correctly. Eg. Technology /tekˈnɒlədʒi/ Speaking E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life. Reading E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines. Writing E12.9.W1. Students will be able to write a note asking someone to have something done. E12.9.W2. Students will be able to write a for and against essay discussing technology. E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.**	1. Talking about things needed to be done 2. Asking and answering questions in interviews 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı What do you think about the future of smart phones? I'll have the computer formatted. She wants her smart phone fixed. The teacher does not let the students use their phones in class. Sorry, I can't talk any longer on this issue. I had Mindy download a movie for me. We'll get the PPP done as soon as possible. The teacher made the class do online research on the topic. Could you please get the warranty approved?	Trafik ve İlkyardım Haftası

35. hafta 04-10 Mayıs	2 saat	THEME 9: TECHNOLOGY	To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product) IDIOMS/PROVERBS	**Listening E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video. E12.9.L2. Students will be able to find the main idea of a video about technological developments. Pronunciation E12.9.P1. Students will be able to practice word stress correctly. Eg. Technology /tekˈnɒlədʒi/ Speaking E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life. Reading E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines. Writing E12.9.W1. Students will be able to write a note asking someone to have something done. E12.9.W2. Students will be able to write a for and against essay discussing technology. E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.**	1. Talking about things needed to be done 2. Asking and answering questions in interviews 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı What do you think about the future of smart phones? I'll have the computer formatted. She wants her smart phone fixed. The teacher does not let the students use their phones in class. Sorry, I can't talk any longer on this issue. I had Mindy download a movie for me. We'll get the PPP done as soon as possible. The teacher made the class do online research on the topic. Could you please get the warranty approved?	Anneler Günü
36. hafta 11-17 Mayıs	2 saat	THEME 9: TECHNOLOGY	To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product) IDIOMS/PROVERBS	**Listening E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video. E12.9.L2. Students will be able to find the main idea of a video about technological developments. Pronunciation E12.9.P1. Students will be able to practice word stress correctly. Eg. Technology /tekˈnɒlədʒi/ Speaking E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life. Reading E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines. Writing E12.9.W1. Students will be able to write a note asking someone to have something done. E12.9.W2. Students will be able to write a for and against essay discussing technology. E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.**	1. Talking about things needed to be done 2. Asking and answering questions in interviews 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı What do you think about the future of smart phones? I'll have the computer formatted. She wants her smart phone fixed. The teacher does not let the students use their phones in class. Sorry, I can't talk any longer on this issue. I had Mindy download a movie for me. We'll get the PPP done as soon as possible. The teacher made the class do online research on the topic. Could you please get the warranty approved?	Engelliler Haftası (10-16 Mayıs)
37. hafta 18-24 Mayıs	2 saat	THEME 9: TECHNOLOGY	To do lists Notes and messages Songs Advertisements Illustrations Survey/Tables Techno-Project Roleplay/Simulation Informal Debate Presentation Proverbs Idioms Argumentative/ Descriptive Text Competition (e.g. picture of a hi-tech product) IDIOMS/PROVERBS	**Listening E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video. E12.9.L2. Students will be able to find the main idea of a video about technological developments. Pronunciation E12.9.P1. Students will be able to practice word stress correctly. Eg. Technology /tekˈnɒlədʒi/ Speaking E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life. Reading E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology. E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines. Writing E12.9.W1. Students will be able to write a note asking someone to have something done. E12.9.W2. Students will be able to write a for and against essay discussing technology. E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.**	1. Talking about things needed to be done 2. Asking and answering questions in interviews 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı What do you think about the future of smart phones? I'll have the computer formatted. She wants her smart phone fixed. The teacher does not let the students use their phones in class. Sorry, I can't talk any longer on this issue. I had Mindy download a movie for me. We'll get the PPP done as soon as possible. The teacher made the class do online research on the topic. Could you please get the warranty approved?	19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı
38. hafta 25 -31 Mayıs	2 saat	THEME 10: MANNERS	Conversations Poems Roleplay Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashcards Proverbs Idioms Argumentative/Descriptive texts IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TE	**Listening E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life. Pronunciation E12.10.P1. Students will be able to practice sentence stress correctly. Eg. I'll make a pot of tea if you would like some. Speaking E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures. Reading E12.10.R1. Students will be able to identify the main conclusions in argumentative texts. E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters. Writing E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology. E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.**	1. Talking about wishes and regrets 2. Apologizing 3. Giving explanations Please accept my apology/apologies for yesterday. I shouldn't have said that I'm terribly sorry to/about/for… It was not my intention to … If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is …. Something I have always wanted is …. I didn't mean to hurt you	İstanbul'un Fethi

39. hafta 01-07 Haziran	2 saat	THEME 10: MANNERS	Conversations Poems Roleplay Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashcards Proverbs Idioms Argumentative/Descriptive texts IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TE	**Listening E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life. Pronunciation E12.10.P1. Students will be able to practice sentence stress correctly. Eg. I'll make a pot of tea if you would like some. Speaking E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures. Reading E12.10.R1. Students will be able to identify the main conclusions in argumentative texts. E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters. Writing E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology. E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.**	1. Talking about wishes and regrets 2. Apologizing 3. Giving explanations Please accept my apology/apologies for yesterday. I shouldn't have said that I'm terribly sorry to/about/for… It was not my intention to … If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is …. Something I have always wanted is …. I didn't mean to hurt you	
40. hafta 08-14 Haziran	2 saat	THEME 10: MANNERS	Conversations Poems Roleplay Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashcards Proverbs Idioms Argumentative/Descriptive texts IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TE	**Listening E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life. Pronunciation E12.10.P1. Students will be able to practice sentence stress correctly. Eg. I'll make a pot of tea if you would like some. Speaking E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures. Reading E12.10.R1. Students will be able to identify the main conclusions in argumentative texts. E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters. Writing E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology. E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.**	1. Talking about wishes and regrets 2. Apologizing 3. Giving explanations Please accept my apology/apologies for yesterday. I shouldn't have said that I'm terribly sorry to/about/for… It was not my intention to … If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is …. Something I have always wanted is …. I didn't mean to hurt you	
41. hafta 15-21 Haziran	2 saat	THEME 10: MANNERS	Conversations Poems Roleplay Games/acting/ Imitation Songs Project (e.g. Shooting a video about wishes, regrets, and apologies) Survey report Pictures/Flashcards Proverbs Idioms Argumentative/Descriptive texts IDIOMS/PROVERBS OF THE WEEK DISCUSSION TIME TE	**Listening E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text. E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life. Pronunciation E12.10.P1. Students will be able to practice sentence stress correctly. Eg. I'll make a pot of tea if you would like some. Speaking E12.10.S1. Students will be able to express regrets, wishes and apologies. E12.10.S2. Students will be able to discuss manners in different cultures. Reading E12.10.R1. Students will be able to identify the main conclusions in argumentative texts. E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters. Writing E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology. E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.**	1. Talking about wishes and regrets 2. Apologizing 3. Giving explanations Please accept my apology/apologies for yesterday. I shouldn't have said that I'm terribly sorry to/about/for… It was not my intention to … If only John knew about it. I wish that someone had told John about it. If only I had woken up early. I wish you wouldn't play with your mobile phone. What I'd like more than anything else is …. Something I have always wanted is …. I didn't mean to hurt you	Babalar Günü
42. hafta 22-26 Haziran	2 saat	SOSYAL ETKİNLİK	SOSYAL ETKİNLİK	**SOSYAL ETKİNLİK**	SOSYAL ETKİNLİK	

İngilizce Öğretmeni
Seher ŞAHAN

UYGUNDUR
08.09.2025

OKUL MÜDÜRÜ
Mehmet GÜNAYDIN